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AUTHOR Hagelberg, Milton J.
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ABSTRACT

Research was conducted to determine the continuing education needs of clergymen in Michigan, particularly their most crucial ones, and to ascertain which needs might be met by programs of state-supported colleges and universities. Another objective of the study was to have the clergy identify major roles in their profession. From a total of 1,504 questionnaires mailed, 791 usable ones were returned. In general, the 40-49 year age group was typical of the total group of clergy studied. The older clergymen seemed to be significantly more conservative and apparently has less social consciousness than did those in the younger age groups. This was true in their perception of clergy roles, their perceived continuing education needs, and in their attitudes towards public universities conducting educational programs for the clergy. From the results of the study, it appears that the clergymen feel that counseling is a major part of their work, and that they need additional education in order to be effective. Their expressed need for continuing education in such areas as human behavior, marriage and family life, social problems, and communications is seen as further support for the conclusion that it is primarily in the area of helping people in relating to others that clergymen feel they require assistance. Nine tables present the collected data. (Author/DB)

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CONTINUING EDUCATION NEEDS OF CLERGYMEN IN MICHIGAN

by Milton J. Hagelberg

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Continuing Education Center
MICHIGAN STATE UNIVERSITY
Traverse City, Michigan

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by
Milton J. Hagelberg, Ed. D.
Professor of Continuing Education and Director
Michigan State University
Continuing Education Center
Traverse City, Michigan

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TABLE OF CONTENTS

Introduction	1
Research Methodology	2
General Information	3
Clergy Roles	4
Knowledge and Understandings Important to Clergy	5
Clergy Responses by Denominations	7
Clergy Responses by Age Groups	10
Summary and Recommendations	11
Statistical Summary	13

THE CONTINUING EDUCATION NEEDS OF CLERGYMEN IN MICHIGAN

INTRODUCTION

One of the major objectives of a land grant university, and of other public universities as well, is to provide educational services for the citizens of its state. Many groups and individuals have been well served by these institutions, but the profession which has not been served adequately is the clergy.

The author conducted a research study early in 1970 to more adequately and specifically determine the continuing education needs of clergymen in Michigan. This included both Protestant and Catholic clergy as well as Jewish rabbis. The aim was not only to more clearly pinpoint the needs but also to secure an indication from the clergy as to which were their most crucial educational needs and which ones might be met by programs offered by state-supported colleges and universities. Another objective was to have the clergy identify major roles in their profession.

Although this research was done among clergymen in Michigan, it should provide a basis for planning a more comprehensive continuing education program for the clergy in all states. Specifically it offers insight for greatly expanded programming for a group of professionals who, in the mind of the writer, have long been neglected by the public institutions partially, at least, because of the concern about separation of church and state, as well as lack of information of definite needs.

RESEARCH METHODOLOGY

A personal letter was written to the chief executive officers of the various major denominations in Michigan outlining the proposed research and inviting their support and participation. There was nearly 100 per cent response, and the mailing list of the clergymen in each participating denomination was sent to the researcher. A decision was made to send the questionnaire to every third clergyman on the lists who was active in a parish. Those serving in other capacities were not included. From a total of 1504 mailed, 791 usable questionnaires were returned. This represents a 52.6 per cent return. Table I shows the denominations represented, the total number of returns, and the percentage of the total returns for each denomination.

TABLE I: DENOMINATIONS, NUMBER RETURNS AND PERCENTAGE OF TOTAL RETURNS

Denomination	Number Returns	Percentage of total returns	Denomination	Number Returns	Percentage of total returns
American Baptist Convention	20	2.5	Lutheran	137	17.3
Roman Catholic	230	29.1	United Methodist	175	22.1
Christian Church (Disciples of Christ)	7	0.9	Orthodox	2	0.3
Churches of Christ	9	1.1	Presbyterian	58	7.3
Episcopal	62	7.9	United Church of Christ	61	7.7
Jewish	12	1.5	Not Indicated	18	2.3
			Total	791	100.0

Two-thirds of the questionnaires returned represented three denominations, Roman Catholic, Methodist and Lutheran. The other one-third were divided among the remaining eight persuasions.

Information by diocese, synod or district for several of the denominations was obtained but is not included in this report. It is available by contacting the writer at the Michigan State University Continuing Education Center in Traverse City, Michigan.

GENERAL INFORMATION

The research provided information about the clergymen relating to their age, education and congregations. Some of this information is as follows:

1. By age groupings, 9.4 per cent of the clergymen were in their twenties, 33.6 per cent in their thirties, 23.4 per cent in their forties, 24.4 per cent in their fifties, and 9.2 per cent were sixty or older. Several significant differences between the age groups were found and are discussed later in this report. The typical or average clergyman was in his forties.

2. Eighty-three per cent of the clergymen studied were serving their congregations on a full-time basis.

3. The congregations were of varied size and located throughout the state of Michigan in both metropolitan and rural areas. There did not appear to be significant differences in the responses of the clergymen based on location or size of congregation. However, there was a tendency for older clergymen to serve the smaller and the more town and country type congregations, especially in some of the denominations. The younger clergymen also tended to serve the smaller congregations, especially during the earlier years of their ministry.

4. The majority of the clergymen had seven or eight years of college education, 34.3 per cent and 32.6 per cent respectively. Ninety-four or 11.9 per cent indicated ten or more years of formal education at the college level. Thus it is evident that the majority of clergymen have as much formal education as do persons in many of the other professions.

5. Eighty-two clergymen (10.4 per cent) were currently on a graduate program, primarily for the master's degree. The survey, however, only covered those clergymen who were currently serving parishes, so the number would be greater if those on leave or in other positions were included. The eighty-two clergymen, as compared to the total group, placed greater emphasis on clergy roles relating directly to people, such as counseling, and

significantly less emphasis on administrative tasks. They also expressed a greater need than the total group, for additional continuing education, a factor undoubtedly related to their current college studies.

6. Of the total surveyed, 445 (56.1 per cent) received some study-leave time from their congregations or denominational offices, or from both groups. The time provided was usually seven to fourteen days per year. Of the eighty-two clergymen who were doing graduate work, fifty-eight (70.7 per cent) were receiving study-leave time.

7. Clergymen receiving funds for continuing their education numbered 390 or 49.3 per cent. These funds were most often provided by the congregation and the amount varied, usually $200.00 or less per year. Of the eighty-two clergymen who were doing graduate work, forty-two (51.2 per cent) were receiving funds.

CLERGY ROLES

In one section of the questionnaire, the clergymen were asked to identify those roles which they felt were appropriate to their profession. A list of thirty-one roles was provided and the possible responses were yes (an appropriate role), no, or not sure. As expected, the clergymen checked "yes" to such roles as preparing and delivering sermons; ministering to the sick, aged, poor, etc.; counseling; teaching religious classes for both young people and adults; training lay leaders; and participating in some community activities as well as ecumenical programs. The roles that a significant number of clergymen felt were not appropriate included administering the church school; planning church buildings; raising church funds; church publicity; and involvement in political and economic affairs. At least one-third of the respondents felt these latter roles were not appropriate ones for them, and among clergymen doing graduate work, the number was significantly greater than the one-third.

The clergymen were asked to indicate in which roles they needed additional continuing

education, and if public universities and colleges should provide programs to meet the needs. Table II gives this information for the roles for which continuing education needs were expressed by at least two-thirds of the respondents.

TABLE II: ROLES FOR WHICH CONTINUING EDUCATION IS NEEDED BY THE CLERGYMEN, PERCENTAGE INDICATING THE NEED, PERCENTAGE INDICATING ROLE APPROPRIATE, AND PERCENTAGE INDICATING PUBLIC UNIVERSITIES AND COLLEGES SHOULD HELP PROVIDE EDUCATIONAL PROGRAMS FOR THIS NEED.

Role	Percentage indicating need for continuing education	Percentage indicating role appropriate	Percentage indicating public universities provide education
Counseling the alcoholic or drug addict	93.2	83.0	88.9
Counseling the emotionally ill	92.9	76.2	88.2
Counseling on sex, drugs, V.D., etc.	90.9	84.0	85.9
Marriage counseling	89.6	94.8	82.6
Pre-marital counseling	85.2	97.2	79.7
Training lay leaders	81.0	90.9	64.0
Conducting radio-television programs	77.4	76.5	78.5
Religious counseling for young people	75.8	99.6	38.6
Educational counseling for young people	75.8	71.2	77.2
Teaching youth classes	75.0	87.8	65.9
Use of audio-visual aids	74.0	81.8	79.3
Involvement in political and economic affairs	70.7	66.3	68.2
Teaching adult classes	69.6	90.1	65.3
Ministering to the poor	67.8	95.7	60.2

It is apparent from Table II that the clergymen felt a definite need for assistance in nearly all types of counseling, and that they look to the public colleges and universities for continuing education programs in counseling except in the area of religious counseling. Training lay leaders, teaching youth classes, and more expertise in the use of the media and audio-visual aids were also major needs to which the public institutions can respond.

KNOWLEDGE AND UNDERSTANDINGS IMPORTANT TO CLERGY

The third part of the questionnaire dealt with areas of knowledge and understanding which were deemed important by the clergy. Seventeen areas of knowledge were listed and

the clergy were asked to respond to the degree of importance of the knowledge, their need for continuing education, and the appropriateness of public colleges and universities providing continuing education. Table III lists the areas of knowledge deemed very important by at least two-thirds of the clergy.

TABLE III: AREAS OF KNOWLEDGE AND UNDERSTANDING JUDGED TO BE VERY IMPORTANT BY MORE THAN TWO-THIRDS OF THE CLERGYMEN

Area of Knowledge and Understanding	Percentage response
Marriage and Family Life	93.4
Theology-Philosophy-Religion	92.2
Problems such as Poverty, Racism, Minority Groups, the Aged, Population	83.5
Problems such as Drugs, Alcohol, Abortions, V.D., Sex, etc.	83.4
Psychology and Human Behavior	83.1
Crime and Delinquency	68.4
Social Sciences and Welfare	67.3

The clergymen were then asked to indicate the three areas in which they felt the most need of continuing education and in which they would attend educational programs. Six areas received the most response and did so to a much greater degree than any other areas of knowledge listed in the questionnaire. Table IV gives this information.

TABLE IV: THE SIX AREAS MENTIONED MOST FREQUENTLY AS A CONTINUING EDUCATION NEED, PERCENTAGE OF CLERGY WHO LISTED AREA AS FIRST, SECOND OR THIRD PRIORITY CHOICE, AND THE PERCENTAGE OF CLERGYMEN WHO FELT PUBLIC COLLEGES AND UNIVERSITIES SHOULD PROVIDE CONTINUING EDUCATION PROGRAMS

Area of Knowledge and Understanding	Percentage of clergy who listed area as 1st, 2nd, or 3rd priority choice	Percentage indicating public universities should offer continuing education
Psychology and Human Behavior	43.9	91.9
Marriage and Family Life	41.2	84.4
Problems such as Drugs, Alcohol, Abortions, V.D., Sex, etc.	37.2	91.2
Problems such as Poverty, Racism, Minority Groups, the Aged, Population	33.3	90.0
Theology-Philosophy-Religion	26.6	58.5
Communications	22.4	86.0

The area which had the next highest percentage of responses was crime and delinquency with 9.5 per cent of the clergy listing it as a first, second or third priority choice.

The clergymen indicated that continuing education programs in all the above areas with the possible exception of the Theology-philosophy-religion area should be provided by public universities and colleges.

CLERGY RESPONSES BY DENOMINATIONS

In reviewing the relationship of denomination to responses, several significant differences were evident.

One of the most apparent differences was the perception of clergy roles by the Jewish rabbis and by the other clergymen. The rabbis saw their roles as clergy quite differently in several items than did the Catholic and Protestant clergy. These areas and the percentages of rabbis indicating them as important roles were: counseling the alcoholic or drug addict, 54.5 per cent; counseling the emotionally ill, 30.0 per cent; counseling relating to sex, drugs, V.D., etc., 60.0 per cent; and training lay leaders, 75.0 per cent. These percentages were significantly lower than for the other clergy. The other roles were judged to be important to the clergy by about the same percentages of rabbis as by the other clergymen.

There were also other differences among the clergymen of various denominations. As perhaps would be surmised, a lower percentage of clergymen in the Baptist, Christian Church and Church of Christ denominations, 40.0, 42.8 and 41.7 per cent respectively, indicated that involvement in political and economic affairs was an appropriate clergy role as contrasted to the Methodist, Presbyterian and United Church clergymen who indicated the role at a much greater percentage, 76.6, 77.2 and 72.9 per cent respectively. The Lutheran clergy were about evenly divided on their concept of the importance of this role (55.6 per cent).

The Catholic and Episcopal clergy were significantly lower in their regard for educational counseling as a major role, 55.8 and 61.6 per cent respectively, as compared to the other denominations.

The roles which a high percentage (more than 80 per cent) of the clergy felt were very important regardless of denomination were marriage and pre-marital counseling, religious counseling, teaching adult classes, and ministering to the poor. With the exception of the Jewish clergy (75.0 per cent), all felt training lay leaders was very important, and with the exception of Christian Church clergy (71.4 per cent), all felt teaching youth classes was very important. For complete data on clergy role perceptions by denominations, see Table A in the Statistical Summary.

In endeavoring to determine for which roles the clergy of the various denominations felt a need for continuing education, it was very apparent that the Jewish rabbis felt the least need for continuing education, at least for the roles listed in the survey. However, the rabbis did express (more than 70.0 per cent) a need for continuing education in counseling the emotionally ill; counseling on sex, drugs, V.D., etc.;and marriage and pre-marital counseling.

The Catholic and Protestant clergy, regardless of denomination, expressed a need of continuing education for counseling of all types, and for training lay leaders. Of all the denominations, the clergy of the Christian Church expressed their continuing education needs with the highest percentages. Except for the Episcopal clergy (58.8 per cent) and also for the rabbis as mentioned before, a high percentage of the clergymen expressed a need for continuing education for training lay leaders (more than 75.0 per cent).

Complete statistical data on the expressed need for continuing education for clergy roles is presented in Table B in the Statistical Summary.

A high percentage of clergymen from all denominations felt that the public universities and colleges should provide continuing education programs for the clergy in such

areas as counseling, conducting radio and television programs, and use of audio visual aids. There were somewhat mixed reactions on the public institutions' providing programs for training lay leaders, involvement in political and economic affairs, and teaching youth and adult classes. See Table C in the Statistical Summary for the complete data.

In responding to selected areas of knowledge, there was a tendency for a lower percentage of clergymen of the Church of Christ denomination to feel the importance of such knowledge. Clergymen from the Christian Church, Jewish, Methodist and United Church rated the importance of the areas of knowledge the highest, and the Baptists, Catholics, Episcopalians, Lutherans and Presbyterians were more typical of the total sample of 791 clergymen. Table D in the Statistical Summary provides further information concerning the responses of the clergy to the importance of these areas of knowledge.

As reported earlier in this paper, six areas of knowledge and understanding were mentioned most frequently as first, second or third priority continuing education needs by the total clergy group. The six areas were psychology and human behavior; marriage and family life; problems such as drugs, alcohol, abortions, V.D., sex, etc.; problems such as poverty, racism, minority groups, the aged, population; theology-philosophy-religion; and communications. In general, the clergymen in the various denominations agreed with the total group on these needs.

With the exception of communications, the Church of Christ clergy indicated less need for continuing education in the six areas. The Baptists generally felt a greater need for continuing education, as did the rabbis.

Except for the area of theology-philosophy-religion, a high percentage (at least 75.0 per cent and in most cases over 85.0 per cent) of the clergymen of all denominations except one felt that public universities and colleges should provide programs to meet the

continuing education needs. The exception was the Church of Christ clergy, who had a lower percentage response for most of the items.

Tables E and F in the Statistical Summary give the data relating to the high priority continuing education needs of clergymen by denominations and the responses concerning public universities and colleges providing continuing education programs to meet these needs.

CLERGY RESPONSES BY AGE GROUPS

In reviewing the findings of the study based on various age groupings, it was apparent that age was a significant influence on how the clergy viewed their roles and needs.

Except for marriage, religious and educational counseling, the older the age group, the smaller the percentage of clergymen who felt the selected roles were appropriate to their profession. This was especially so for such areas as counseling relating to social problems and issues, use of audio-visual aids, and in involvement in political and economic affairs. Also, as far as continuing education needs for the roles were concerned, the older the age group, the less the clergy felt a need for such education and also, with one exception (religious counseling of young people), the less inclined they were to have public educational institutions conduct the programs. Table G in the Statistical Summary provides detailed information relating to the clergy roles.

Again there were with two exceptions a smaller percentage of the older age groups who felt certain knowledge and understandings were very important. The exceptions were in theology-philosophy-religion, and in crime and delinquency. The same general pattern was true for the older age groups in their response to continuing education needs in the areas of knowledge except they felt a slightly stronger need for continuing education relating to social problems such as poverty, racism, etc. Detailed information concerning the responses to these areas of knowledge can be secured by referring to Tables H and I in the Statistical Summary.

In general the 40-49 year age group was quite typical of the total group of clergy studied. The older clergymen seemed to be significantly more conservative and apparently had less social consciousness than did those in the younger age groups. This was true in their perception of clergy roles, their perceived continuing education needs, and in their attitudes towards public universities and colleges conducting educational programs for the clergy.

SUMMARY AND RECOMMENDATIONS

It appears to the writer that the clergymen feel that counseling is a major part of their work and that they need much additional education in order to do this effectively. Their expressed need for continuing education in such areas as human behavior, marriage and family life, social problems, and communications further supports the conclusion that it is primarily in the area of helping people in relating to others that clergymen feel inadequate and in which they require assistance. Among those doing graduate work, the above needs were expressed by even a greater percentage of the group.

There were some significant differences among the clergymen of the various denominations. The writer would encourage the leaders of the respective denominations to review carefully the responses from their clergymen. This information should be of assistance in the planning and conducting of educational programs for their clergy.

In the study, the older clergymen apparently were much more conservative than those of a younger age. Certainly, experience and maturity can in themselves be educational, but the writer feels compelled to ask if this conservatism is actually beneficial to the individual clergyman and to his congregation and church, especially in these days of rapid technological and sociological change. Does this represent a tendency for the clergyman to resist change as he grows older, a characteristic shared by so many other adults? If so, perhaps efforts should be made to overcome this in the light of the very crucial role the clergy plays in the lives of people and in society.

The public colleges and universities have the opportunity to provide a great service to the clergy, and through them to people, by offering well planned and well conducted continuing education programs, especially in the areas mentioned above. The clergymen indicated a willingness to attend such programs. This continuing education could be provided by various types of programs including conferences, seminars, workshops of a week or longer duration, credit and non-credit courses, and field type experiences.

It might be necessary for the universities to take the initiative in meeting with the clergy groups and in offering the educational services of the institution, for it seems to the writer that too often denominations are hesitant to seek the assistance of the public universities. Greater efforts should be made by the two groups to plan together the programs for the clergy based on these expressed needs. After conducting this study, the writer believes more firmly than ever that the universities should conduct such programs. The universities would also be helping lay people who look to their clergymen not only for guidance on spiritual matters but on secular problems as well.

The denominations and churches should be encouraged to broaden and strengthen their programs of providing study-leave time and funds for the clergymen to continue their education. Thus part of the problem of financing educational programs would be solved, and the universities would be able to operate them on a financially sound basis. One of the major difficulties of the past in conducting programs for the clergy and the church has been financial.

Another implication of this study is that the seminaries might re-evaluate and broaden their curriculum so that their graduates would be better educated and trained in these areas. Undoubtedly some seminaries are already strengthening their programs along these lines.

It is hoped that this study will encourage and help denominational leaders and the universities to better serve the continuing education needs of the clergymen.

STATISTICAL SUMMARY

Statistics relating to the various denominations and to the clergy age groups are provided in the following tables. General comments and analyses of the information were provided in earlier sections of the paper. However, this detailed information gives further insight into role perceptions, the important areas of knowledge, and the continuing education needs of the clergymen.

TABLE A: PERCENTAGE OF TOTAL CLERGY GROUP AND OF VARIOUS DENOMINATIONS INDICATING SELECTED ROLES AS APPROPRIATE TO THEIR PROFESSION

Role	Total Clergy Group N=791	Denomination									
		Baptist N=20	Catholic N=230	Christian Church N=7	Ch. of Christ N=9	Epis. N=62	Jewish N=12	Luth. N=137	Meth. N=175	Presb. N=58	United Church N=61
Counseling the alcoholic or drug addict	83.0%	90.0%	75.3%	100.0%	100.0%	86.9%	54.5%	86.9%	84.1%	89.3%	88.1%
Counseling the emotionally ill	76.2	89.5	67.5	71.4	100.0	77.4	30.0	81.0	81.7	78.9	78.0
Counseling on sex, drugs, V. D., etc.	84.0	77.8	78.8	57.1	100.0	91.7	60.0	85.9	88.6	84.5	85.0
Marriage counseling	94.8	95.0	89.9	100.0	100.0	93.3	91.7	97.8	97.7	98.3	95.0
Pre-marital counseling	97.2	90.0	93.4	100.0	100.0	98.4	100.0	100.0	99.4	98.3	96.7
Training lay leaders	90.9	100.0	82.7	100.0	100.0	93.4	75.0	96.4	90.3	98.3	98.3
Conducting radio-television programs	76.5	90.0	71.4	100.0	75.0	64.4	83.0	78.5	78.7	78.9	86.2
Religious counseling for young people	99.6	100.0	99.6	100.0	100.0	98.4	100.0	100.0	99.4	100.0	100.0
Educational counseling for young people	71.2	95.0	55.8	71.4	83.3	61.7	91.7	72.4	83.1	77.6	81.4
Teaching youth classes	87.8	94.7	80.0	71.4	91.7	88.3	100.0	94.8	89.1	93.1	90.2
Use of audio-visual aids	81.8	83.3	82.5	85.7	100.0	71.7	63.6	84.0	82.5	77.2	85.9
Involvement in political and economic affairs	66.3	40.0	66.7	42.8	41.7	63.9	63.6	55.6	76.6	77.2	72.9
Teaching adult classes	90.1	80.0	87.3	100.0	100.0	95.1	100.0	97.0	84.8	96.6	88.1
Ministering to the poor	95.7	100.0	97.4	100.0	100.0	98.4	83.3	91.9	95.4	93.0	100.0

TABLE B: PERCENTAGE OF TOTAL CLERGY GROUP AND OF VARIOUS DENOMINATIONS INDICATING NEED OF CONTINUING EDUCATION FOR SELECTED ROLES

Role	Total Clergy Group N=791	Denomination									
		Baptist N=20	Catholic N=230	Christian Church N=7	Ch. of Christ N=9	Epis. N=62	Jewish N=12	Luth. N=137	Meth. N=175	Presb. N=58	United Church N=61
Counseling the alcoholic or drug addict	93.2%	99.4%	91.6%	100.0%	100.0%	94.2%	50.0%	92.7%	95.4%	93.9%	98.0%
Counseling the emotionally ill	92.9	88.2	88.9	83.3	100.0	92.4	75.0	96.6	95.1	93.6	97.9
Counseling on sex, drugs, V.D., etc.	90.9	93.3	88.7	75.0	100.0	92.4	80.0	89.4	95.4	89.6	92.0
Marriage counseling	89.6	94.1	87.4	100.0	88.9	92.6	71.4	93.7	90.2	85.2	90.9
Pre-marital counseling	85.2	77.8	84.3	100.0	88.9	89.1	75.0	88.2	87.0	76.9	84.9
Training lay leaders	81.0	88.2	80.8	100.0	88.9	58.8	40.0	86.8	79.6	88.5	88.0
Conducting radio-television programs	77.4	93.8	80.0	80.0	100.0	57.8	50.0	79.4	79.2	77.1	71.1
Religious counseling for young people	75.8	66.7	77.8	100.0	75.0	67.9	57.1	81.0	70.5	75.0	84.0
Educational counseling for young people	75.8	66.7	79.1	60.0	71.4	71.4	57.1	76.8	75.2	75.0	78.0
Teaching youth classes	75.0	55.6	78.4	100.0	57.1	68.6	57.1	81.4	68.2	76.7	81.2
Use of audio-visual aids	74.0	83.3	84.2	80.0	87.5	51.5	66.7	77.8	64.2	72.1	71.4
Involvement in political and economic affairs	70.7	64.3	75.0	80.0	83.3	43.2	50.0	65.5	75.8	74.4	78.3
Teaching adult classes	69.6	60.0	77.0	100.0	62.5	60.4	25.6	70.2	60.6	73.5	78.0
Ministering to the poor	67.8	64.7	54.3	100.0	62.5	62.7	28.6	71.2	80.0	75.0	85.4

TABLE C: PERCENTAGE OF TOTAL CLERGY GROUP AND OF VARIOUS DENOMINATIONS INDICATING PUBLIC UNIVERSITIES AND COLLEGES SHOULD PROVIDE CONTINUING EDUCATION PROGRAMS FOR SELECTED ROLE NEEDS

Role	Total Clergy Group N=791	Denomination									
		Baptist N=20	Catholic N=230	Christian Church N=7	Ch. of Christ N=9	Epis. N=62	Jewish N=12	Luth. N=137	Meth. N=175	Presb. N=58	United Church N=61
Counseling the alcoholic or drug addict	88.9%	94.7%	93.1%	100.0%	75.0%	85.4%	66.7%	86.2%	86.4%	90.4%	91.8%
Counseling the emotionally ill	88.2	94.4	91.2	100.0	75.0	83.3	71.4	87.2	86.4	88.5	89.8
Counseling on sex, drugs, V. D., etc.	85.9	83.3	88.7	100.0	72.7	74.5	87.5	85.2	86.2	82.7	94.1
Marriage counseling	82.6	94.4	83.6	100.0	66.7	78.2	75.0	77.5	85.4	81.5	86.5
Pre-marital counseling	79.7	94.4	78.8	100.0	66.7	65.4	81.8	80.2	81.1	79.2	88.0
Training lay leaders	64.0	61.1	70.3	66.7	44.4	44.2	60.0	61.5	57.8	82.4	72.0
Conducting radio-television programs	78.5	83.3	85.2	100.0	63.6	58.0	71.4	81.7	76.4	76.9	76.1
Religious counseling for young people	38.6	21.1	48.0	50.0	22.2	30.2	55.6	29.5	37.7	29.2	48.9
Educational counseling for young people	77.2	84.2	83.4	83.3	33.3	70.6	80.0	77.1	71.7	79.6	82.0
Teaching youth classes	65.9	52.6	75.4	66.7	40.0	47.9	75.0	65.8	58.8	68.8	76.1
Use of audic-visual aids	79.3	76.5	87.1	83.3	80.0	64.6	80.0	83.8	71.6	75.0	78.7
Involvement in political and economic affairs	68.2	70.6	73.7	80.0	33.3	57.4	60.0	61.8	70.5	73.5	69.4
Teaching adult classes	65.3	50.0	68.5	66.7	40.0	55.3	55.6	65.1	60.0	75.0	80.0
Ministering to the poor	60.2	61.1	49.5	100.0	33.3	54.9	57.1	60.0	66.9	66.0	84.8

TABLE D: PERCENTAGE OF TOTAL CLERGY GROUP AND OF VARIOUS DENOMINATIONS WHO JUDGED SELECTED AREAS OF KNOWLEDGE TO BE VERY IMPORTANT TO CLERGYMEN

Knowledge or Understanding	Total Clergy Group N=791	Denomination									
		Baptist N=20	Catholic N=230	Christian Church N=7	Ch. of Christ N=9	Epis. N=62	Jewish N=12	Luth. N=137	Meth. N=175	Presb. N=58	United Church N=61
Marriage and Family Life	93.4%	85.7%	92.6%	100.0%	91.7%	96.8%	91.7%	94.1%	93.1%	91.1%	96.7%
Theology-Philosophy-Religion	92.2	95.0	93.9	100.0	100,0	91.7	100.0	88.2	93.0	90.7	88.3
Problems such as Poverty, Racism, Minority Groups, the Aged, Population	83.5	76.2	87.3	85.7	41.7	85.5	91.7	75.6	85.5	83.6	88.5
Problems such as Drugs, Alcohol, Abortions, V. D., Sex, etc.	83.4	90.0	79.9	100.0	66.7	87.1	91.7	78.5	85.5	85.4	91.8
Psychology and Human Behavior	83.1	90.0	81.6	100.0	66.7	81.7	91.7	75.6	85.5	90.9	90.2
Crime and Delinquency	68.4	85.7	65.3	71.4	75.0	64.5	66.7	66.4	71.5	66.7	72.9
Social Services and Welfare	67.3	52.4	67.7	71.4	16.7	61.0	75.0	66.9	69.9	64.8	80.0
Communications	65.4	90.0	62.6	71.4	75.0	59.3	54.5	57.5	71.8	72.7	68.3
Education (public and private)	56.9	42.8	63.3	50.0	41.7	50.0	66.7	58.5	52.6	55.8	54.2
Health (including mental)	48.8	66.7	36.8	57.1	16.7	45.9	54.5	48.5	57.8	65.5	52.4
Community Development	44.4	35.0	44.9	57.1	8.3	40.3	41.7	42.8	47.0	48.1	50.0
The Arts	42.8	42.8	28.3	50.0	33.3	49.3	50.0	39.2	53.8	51.8	60.0
Government and Political Action	38.8	30.0	30.0	28.6	25.0	41.0	41.7	34.3	47.7	47.3	53.3
International Affairs	35.9	35.0	28.0	42.8	25.0	30.5	54.5	25.4	48.5	39.6	53.3
Science (physical, biological)	25.1	35.0	17.8	28.6	16.7	32.8	50.0	23.1	29.2	24.1	33.3
The Military	22.8	10.5	14.2	14.3	8.3	23.7	27.3	21.5	29.8	28.3	37.3
Business and Industry	18.8	25.0	9.4	14.3	0.0	22.8	27.3	18.5	26.7	16.7	31.7

TABLE E: PERCENTAGE OF TOTAL CLERGY GROUP AND OF VARIOUS DENOMINATIONS WHO INDICATED A FIRST, SECOND OR THIRD PRIORITY CONTINUING EDUCATION NEED IN THE SIX AREAS MENTIONED MOST FREQUENTLY BY THE TOTAL GROUP

Area of Knowledge and Understanding	Total Clergy Group N=791	Denomination									
		Baptist N=20	Catholic N=230	Christian Church N=7	Ch. of Christ N=9	Epis. N=62	Jewish N=12	Luth. N=137	Meth. N=175	Presb. N=58	United Church N=61
Psychology and Human Behavior	43.9%	57.9%	50.7%	66.7%	27.3%	43.6%	50.0%	46.5%	36.8%	38.9%	33.3%
Marriage and Family Life	41.2	42.1	39.9	66.7	40.0	40.3	42.8	44.9	40.0	43.1	38.5
Problems such as Drugs, Alcohol, Abortions, V.D., Sex, etc.	37.2	61.1	29.5	33.3	25.0	46.5	42.8	37.5	40.7	32.0	43.4
Problems such as Poverty, Racism, Minority Groups, the Aged, Population	33.3	31.6	35.0	50.0	20.0	26.8	42.8	30.9	34.8	25.5	42.8
Theology-Philosophy-Religion	26.6	30.0	37.3	00.0	10.0	24.5	72.7	14.7	21.0	28.6	19.6
Communications	22.4	36.8	19.1	16.7	45.4	19.2	00.0	22.9	24.8	24.0	22.4

TABLE F: PERCENTAGE OF TOTAL CLERGY GROUP AND OF VARIOUS DENOMINATIONS INDICATING PUBLIC UNIVERSITIES AND COLLEGES SHOULD OFFER CONTINUING EDUCATION PROGRAMS FOR THE PRIORITY NEEDS

Area of Knowledge and Understanding	Total Clergy Group N=791	Denomination									
		Baptist N=20	Catholic N=230	Christian Church N=7	Ch. of Christ N=9	Epis. N=62	Jewish N=12	Luth. N=137	Meth. N=175	Presb. N=58	United Church N=61
Psychology and Human Behavior	91.9%	89.5%	93.5%	100.0%	81.8%	88.9%	100.0%	92.1%	92.1%	94.2%	85.7%
Marriage and Family Life	84.4	78.9	80.7	100.0	80.0	85.2	88.9	88.7	87.9	96.2	85.7
Problems such as Drugs, Alcohol, Abortions, V.D., Sex, etc.	91.2	94.7	91.2	100.0	83.3	87.0	100.0	90.8	92.9	90.4	89.3
Problems such as Poverty, Racism, Minority Groups, the Aged, Population	90.0	94.7	92.2	100.0	66.7	83.3	100.0	88.9	90.4	90.4	89.3
Theology-Philosophy-Religion	58.5	36.8	67.3	33.3	44.4	71.7	60.0	45.6	54.5	63.5	58.5
Communications	86.0	94.7	90.1	100.0	66.7	79.2	85.7	87.5	82.6	86.0	84.3

TABLE G: PERCENTAGE OF CLERGYMEN INDICATING IMPORTANCE OF SELECTED CLERGY ROLES, PERCENTAGE INDICATING THE NEED FOR CONTINUING EDUCATION, AND PERCENTAGE INDICATING PUBLIC UNIVERSITIES AND COLLEGES SHOULD HELP PROVIDE EDUCATIONAL PROGRAMS FOR THIS NEED BASED ON AGE GROUPS

Role	Percentage Indicating An Appropriate Clergy Role By Age Groups					Percentage Indicating Need for Continuing Education By Age Groups					Percentage Indicating Public Universities Provide Education By Age Groups				
	20-29	30-39	40-49	50-59	60 & over	20-29	30-39	40-49	50-59	60 & over	20-29	30-39	40-49	50-59	60 & over
Counseling the alcoholic or drug addict	84.0	83.1	87.4	81.4	71.6	96.9	94.3	92.5	92.4	88.7	97.0	92.6	87.5	82.7	83.0
Counseling the emotionally ill	80.0	76.6	79.1	72.7	69.6	98.5	94.6	92.6	90.5	85.4	95.6	91.5	87.0	82.0	83.0
Counseling on sex, drugs, V.D., etc.	88.0	87.0	85.8	81.1	69.2	89.7	92.2	96.0	89.3	75.5	91.3	89.7	89.0	77.4	77.2
Marriage counseling	91.9	92.7	97.3	96.3	95.6	97.1	94.1	91.1	82.0	75.5	94.4	89.3	78.8	74.2	73.7
Pre-marital counseling	94.7	95.4	98.9	99.0	97.1	91.2	90.8	85.2	78.5	69.8	87.0	88.8	77.2	67.5	71.9
Training lay leaders	92.0	92.7	88.9	91.0	89.8	83.3	84.4	80.8	80.1	67.4	64.2	68.3	66.2	58.0	54.2
Conducting radio and television programs	80.0	77.4	80.3	73.6	66.2	81.2	78.8	75.5	82.2	58.5	79.7	81.9	81.3	73.8	63.5
Religious counseling for young people	100.0	99.6	100.0	100.0	97.2	82.4	82.4	74.8	69.7	58.0	38.8	45.7	35.6	29.0	43.1
Educational counseling for young people	69.3	66.3	72.0	76.3	75.8	84.5	76.8	76.5	76.1	59.0	82.2	80.0	74.8	74.8	73.2
Teaching youth clas ses	86.7	87.4	89.0	90.4	79.4	82.5	79.1	76.7	70.6	56.1	75.8	69.4	66.9	61.0	49.0
Use of audio-visual aids	90.3	81.6	83.9	78.3	77.0	77.3	76.2	70.7	80.5	51.2	80.9	83.5	81.4	74.1	61.2
Involvement in political and economic affairs	81.3	72.5	67.2	57.6	50.0	85.0	79.5	67.9	58.8	48.7	84.6	74.0	68.0	52.7	63.3
Teaching adult classes	93.2	93.4	91.7	85.6	91.7	75.4	74.7	68.0	64.4	56.8	74.2	69.4	68.2	58.6	46.0
Ministering to the poor	96.0	96.2	97.2	94.8	93.0	82.8	74.4	62.3	64.1	42.2	73.8	68.1	57.6	48.2	49.0

TABLE H: PERCENTAGE OF CLERGYMEN, BY AGE GROUPS, INDICATING SELECTED AREAS OF KNOWLEDGE AND UNDERSTANDING TO BE VERY IMPORTANT

Area of Knowledge and Understanding	Percentage by Age Groups				
	20-29	30-39	40-49	50-59	60 & over
Marriage and Family Life	97.3	93.4	91.9	95.7	88.6
Theology-Philosophy-Religion	91.7	93.4	91.3	91.5	92.6
Problems such as Poverty, Racism, Minority Groups, the Aged, Population	86.5	86.4	81.2	83.3	75.7
Problems such as Drugs, Alcohol, Abortions, V.D., Sex, etc.	85.1	85.3	81.7	83.9	76.5
Psychology and Human Behavior	91.8	86.9	80.0	78.9	77.9
Crime and Delinquency	60.8	68.5	66.3	72.7	72.5
Social Sciences and Welfare	72.6	69.4	66.5	65.2	61.2

TABLE I: PERCENTAGE OF CLERGYMEN, BY AGE GROUPS, RESPONDING TO THE SIX AREAS MENTIONED MOST FREQUENTLY AS A CONTINUING EDUCATION NEED BY THE TOTAL CLERGY GROUP AND TO PUBLIC UNIVERSITIES AND COLLEGES PROVIDING NEEDED CONTINUING EDUCATION PROGRAMS

Area of Knowledge and Understanding	Percentage by Age Groups Indicating Listed Area as 1st, 2nd or 3rd Most Crucial Need for Continuing Education					Percentage by Age Groups Indicating Public Universities Should Offer Continuing Education				
	20-29	30-39	40-49	50-59	60 & over	20-29	30-39	40-49	50-59	60 & over
Psychology and Human Behavior	47.9	45.3	45.1	40.0	42.1	98.6	94.7	88.6	87.6	90.7
Marriage and Family Life	41.6	44.1	44.2	36.5	32.7	97.2	90.0	80.3	76.9	75.9
Problems such as Drugs, Alcohol, Abortions, V.D., Sex, etc.	39.2	37.8	34.3	38.7	35.8	98.6	94.3	88.5	85.6	91.1
Problems such as Poverty, Racism, Minority Groups, the Aged, Population	30.1	35.0	32.7	32.5	33.3	97.2	93.1	86.0	87.4	87.7
Theology-Philosophy-Religion	31.4	27.0	27.9	25.0	15.7	69.6	66.1	53.2	48.7	53.8
Communications	29.0	23.2	25.4	16.5	17.4	95.5	90.2	85.8	79.1	76.5

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